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might have been stated more clearly in the Preface. In like manner and for like reasons, School editions of Caesar, Cicero, and Vergil usually contain an amount of text greater than is actually read, in some instances by half or even more.

The grammatical nomenclature employed in the book is, with a few exceptions, that recommended by the Joint Committee on Grammatical Nomenclature in its report to The American Philological Association, The Modern Language Association of America, and the National Education Association. The purpose of the Committee was to establish so far as possible a uniform system of grammatical terminology, and, since recent books in English grammar and modern foreign languages are taking into account its recommendations, it appears desirable that they should be recognized in Latin also.

With regard to the material in the Lessons, Schools will reasonably expect the book or books employed in Junior work to prepare the pupils for the reading of Caesar or of Latin of similar difficulty. Opinions will always differ as to just what grammatical topics should be presented prior to the reading of Caesar. The authors believe it wiser to exhibit grammatical principles rather fully in the Lessons, leaving it to the teacher to use the material as he may see fit. It has been the practice of some teachers to use a simple Primer in the Seventh Grade, followed by a Beginners' Book of the conventional type in the Eighth Grade. The Lessons in the two books of this series, we believe, will serve the needs of such teachers in a manner more attractive to pupils. It is to be noted, however, that the first sixteen Lessons present all the subjunctive forms except those of *malo*. It is quite possible to use the remaining Lessons for reference in connection with the reading matter, a few sentences being chosen to illustrate the principle involved in each case. Similarly, the Review Lessons for the first year's work may be used in a limited way in connection with the first reading done, with a brief period each day devoted to drill on vocabulary and selected topics. They have been given their present form, however, to meet the needs of teachers who wish to devote considerable time to review at the beginning of the year.

In brief, it was the purpose of the authors to provide material of sufficiently varied and plastic type to meet the varying conditions of the present time.

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Primus Annus: Vocabula Explicata. By Theodora Ethel Wye. New York: Oxford University Press (American Branch: 1918). Pp. 38. Tabulae XIII.

Miss Wye's book, in addition to the Preface, consists of thirty-two pages of definitions and descriptions in Latin of the words used in *Primus Annus*, and of thirteen Tabulae designed to provide explanations where a picture serves this end best. The plan is to take every

word of the text, including headings, and explain it at its first occurrence. Each *Lectio* in *Primus Annus*, therefore, together with its vocabulary in this little book, forms an entity in itself, Miss Wye's contribution being a sort of running commentary on the Lesson. Obviously, the words recurring in the later Lessons must be remembered from the place of first occurrence, as frequent search through the earlier vocabularies would be impracticable.

The method of handling the earlier Lessons may be illustrated by the following from Lesson VI, where adjectives are first introduced:

adiectivum . . . *quadrata* et *rotunda* sunt adiectiva.
qualis? . . . qualis est tabula? *quadrata* est
tabula; qualis? *quale*?
angusta . . . *ianua* est *angusta*; *angustus*, -a, -um.
lata . . . *contr. angusta*; *latus*, -a, -um.

The following are typical of the suggestive vocabulary, in no wise intended to be actual definitions.

totus . . . *totam paginam videre non possum*;
totus, -a, -um.
cado . . . *ex caelo aqua cadit*; *cado*, 3, *cecid*i,
casum.
ferre . . . *hic = dicere*.
custodire . . . *proverbium est*: "Quis *custodes*
custodiet?"
numerare . . . *innumerus* est adiectivum.

Examples of the various sorts of actual definition are:

forte . . . *ut accidit*. adv.
utilis . . . *quod usurpare potes, utile tibi est*;
utilis, *utile*.
uxor . . . *femina quae in matrimonium ducta*
est; *uxor*, *uxoris*.
pluere . . . *cum aqua ex caelo cadit, pluit*; *pluit*,
3, pluit, —.
carere . . . *contr. habere*; *careo*, 2, *carui*, *caritum*. abl. reg.

The pictures represent groups of objects, or maps, or scenes, in which the various matters of interest are numbered; these numbers with their appropriate Latin words are printed on the back of the page. For example, Tabula VII, entitled *Ludus et Campus*, depicts a playground in a walled courtyard, with boys at play, a table in the foreground, with various writing implements and materials upon it, and a section of a blackboard, with other writing implements, at the side. On the next page, but of course invisible to the reader as he looks at the picture, are twelve Latin words, numbered: *campus*, *murus*, *discus*, *pila*, *ferula*, *tabella*, *stilus*, *calamus*, *tabula*, *liber*, *creta*, *pagina*.

The Preface of this book sets forth clearly its *raison d'être*. Used in association with *Primus Annus*, it is intended to save time which would be required to dictate vocabulary—time which American haste to begin reading an author can ill afford to spare—and to obviate the many inaccuracies which are bound to develop in that process. Furthermore, it aims to loosen the tongue of the tyro in Direct Method teaching, and to strengthen his confidence.

The making of such a vocabulary, especially for use in the very earliest stages of beginning Latin, is an

extremely difficult undertaking. Adverse criticism of the result is very easy to make until the critic has himself essayed the same task. Miss Wye disarms those who would say that some of her explanations do not explain by stating at the outset that the definitions are not intended to be definitive, but suggestive.

It may be distinctly open to question whether a special vocabulary, fitted to specific values of words in specific connections, is actually justified, even in the early stages where abundance of detail would be confusing. Certainly many vocabularies printed with School editions of Caesar, Cicero, and Vergil are little more than 'ponies' pure and simple. Moreover, rapid reading in a Beginners' book, with the text in one hand and the vocabulary in the other, is hardly to be expected: but this vocabulary is intended to bring the pupil back to the state of mind he was in when the lessons were being set forth in class.

For example, *scribe in tabula* does not explain the meaning of *scribere*; but that particular form of expression will probably recall the circumstance of the teacher's giving that particular direction to a pupil, and the pupil's acting in response to it. In like manner *discipulus ianuam aperit* recalls a circumstance which gives meaning to *aperire*.

As soon as reference can be made to the pictures reproduced in the latter part of the book, or new words can be explained as *contraria* or synonyms of those already familiar, the author's task becomes much simpler. Suggestion to the pupil then gives place to suggestion to the teacher, who can use the explanations in the book, necessarily brief, to build as extensive a structure of elucidating material as his knowledge and his ingenuity permit.

Unfavorable criticisms are few. A book for general use should perhaps use general terms, as *discipulus*, *magister*, rather than the exclusively feminine ones employed so commonly here. There are too many typographical errors, mainly misplaced or omitted macrons: the reviewer counted more than thirty in the last six pages alone, without including cases of disputed or hidden quantity. Some instances of doubtful Latinity may be noted: *igitur* is generally postpositive in the best usage; *planta* can hardly be used in the ordinary sense of 'plant'; prepositional phrases are used too often to limit nouns directly; *invenire* can hardly mean find by search. But a revision will of course rectify such matters as these. On the other hand, the use of proverbs in illustration is much to be commended; and many of the definitions are decidedly useful in teaching word-formation, even though the pupil may not realize what he must unconsciously absorb, as *spectator spectacula spectat*; *remex navem remis remigat*.

Nor must the pictures, which are so important a feature in all Direct Method teaching, be passed unnoticed. The reviewer is not an art critic, but these illustrations, by Miss Dorothy Carroll Birdseye, seem to him to serve their purpose clearly, and in many cases, by a certain indefinable individuality, to promise excep-

tional effectiveness in fixing themselves in the mind's eye of the learner. Especially ingenious, perhaps, are Tabula VII, illustrating Ludus et Campus, and Tabula XIII, showing by diagram the subdivisions and various activities of the twenty-four hours.

Altogether, the book must be a very valuable adjunct to Primus Annus, for both pupils and teacher, and such errors or infelicities as have been referred to are not sufficient to impair very seriously the usefulness of the many excellent definitions and suggestions which it contains. For one unhappy form of explanation there are twenty good ones, serving their purpose adequately and well.

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Secundus Annus. By C. L. Mainwaring and W. L. Paine. New York: Oxford: at the University Press (1917). Pp. 101.

The purpose of this little book is declared to be the developing of a "grammatical conscience" on the part of the learner, who has already been supplied in Primus Annus with one way of saying almost anything he might like to say or be asked to say. Certain grammatical principles have therefore been selected, and twenty-four stories of the early history of Rome have been constructed to illustrate these principles. The topics most dwelt upon are Participles, Indirect Statement, Indirect Command, Indirect Question, Final, Consecutive, Conditional, and Cum-clauses.

In addition to the stories illustrating these matters there are Pensa following each lesson, which require the retelling of the story and which test the boy's understanding of its subject-matter. There follow extensive Exercitationes Grammaticae, which give abundant practice in the application of the various constructions which it is the purpose of the book to emphasize. There is a Grammar giving subjunctive paradigms, principal parts, and rules (of course all in Latin, as is the entire book except the Preface) stating succinctly the principle already enunciated. Finally, there is a Latin-Latin vocabulary, giving brief definitions of the words used in the stories.

The book naturally suggests comparison with Puer Romanus, published in the same series but by different authors four years earlier, as both are intended to follow Primus Annus, and both prepare for the reading of the first Latin author. The earlier book lacks the definite grammatical plan of Secundus Annus, as well as the grammar rules, paradigms, and vocabulary. These points of difference mark a distinct advance in the technique of Direct Method book-making, and give the learner something besides his unaided memory of the class-room to work with when he studies his lessons by himself. On the other hand, a boy whose Latin training ceased after a thorough course in Primus Annus and one of these volumes would have absorbed more of the spirit of Roman literature if he had used Puer Romanus. That text contains extracts from many Roman authors,